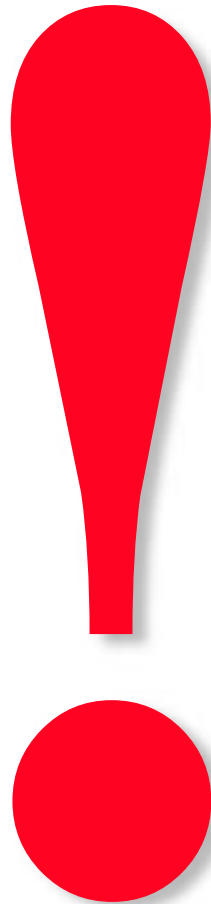


The 2001 Linkage Excellence in Management & Leadership Series

# **Change & Leadership**

Featuring Tom Peters



Dear Participant,

Welcome to the first program in the 2001 *Linkage Excellence in Management & Leadership Series*. The seminar series is designed to bring four inspiring and influential business thinkers to your organization in a live and interactive manner. Today's program, *Change & Leadership*, features Tom Peters, noted author, policy advisor, and business consultant. In this program, you will be introduced to the success factors critical to moving past top-down leadership and leading organizations into the future. Specifically, the program provides insight on these competencies:

- innovative thinking
- entrepreneurial spirit (instinct)
- strategic thinking
- values and ethics

Tom Peters is one of the world's foremost speakers on the subject of leadership. He has authored over ten books, including the best selling *In Search of Excellence* and *A Passion for Excellence*. Other books include: *Thriving on Chaos*, *Liberation Management*, *The Tom Peters Seminar*, *Circle of Innovation*, *The Pursuit of Wow*, and *The Brand You*. He has been a senior drug abuse advisor at the White House and a consultant at McKinsey & Co from 1974 to 1981. He is also the founder and chairman of the TomPeters Company, a global training and consulting company.

During today's program, Tom will share characteristics of leaders that are uniquely poised to impart vision in today's business environment. These Participant Materials have been designed to complement Tom's presentation. Follow along and take notes. At specified points during the program you will be directed to respond to questions or compose your own to ask Tom during the Question and Answer segment scheduled toward the end of the program.

Learning is a mental activity that requires more than passively watching a speaker. Simply watching today's program will neither instill leadership skills and knowledge nor result in an immediate change in your organization's culture and strategic positioning.

Instead, becoming a strategic, visionary leader requires reflection, practice, and follow through. To further your learning, suggested pre-presentation activities can be found on page 4. Reinforcement post-presentation activities are found on page 9. These activities have been specifically identified to broaden your knowledge, as well as give you a head start in establishing a culture that nurtures the development of leadership skills in your organization's management team.

**IMPORTANT  
MESSAGE**

*These Participant Materials are designed to augment Tom Peters' presentation and will not follow his presentation directly. In addition, Tom Peters' presentation slides will only be available after the broadcast at [www.tompeters.com](http://www.tompeters.com).*

**Table of contents**

<b>Section 1: Satellite Program Materials</b>	<b>3</b>
What You Will Learn	4
Pre-presentation Activities	4
During This Program	7
Introduction	7
Basic Premises	7
Question and Answer Session	8
When the Session Has Concluded	9
Post-presentation Activities	9
<b>Section 2: Leadership Assessment Instrument™</b>	<b>33</b>
About the Leadership Assessment Instrument™	34
Leadership Self-Assessment	37
Leadership Self-Assessment Answer Sheet	40
Individual Development Planning: Leadership Competencies	41
<b>Section 3: Leadership Development Guide</b>	<b>42</b>
Developing the Competency of Conceptual Thinking:	
The Innovation Component	43
Developing the Skill of Change Management	49
<b>Section 4: Forms</b>	<b>54</b>
Question Sheet	55
Participant Evaluation Form	56

**SECTION 1**

**Satellite Program Materials**

### What You Will Learn

By participating in this satellite presentation with Tom Peters, you will learn why Peters claims:

- The world is going through more fundamental changes than it has in hundreds – perhaps thousands – of years.
- Leadership will be more confusing and more important than ever.
- You must “put yourself in harm’s way a dozen times a year, or go hopelessly stale.”
- Effective leadership and management and constant innovation are the best strategies for survival and success.

### Pre-presentation Activities

Read books authored by Tom Peters:

- *The Circle of Innovation*, Vintage Books, June 1999.
- *The Pursuit of WOW! Every Person's Guide to Topsy-Turvy Times*, Vintage Books, January, 1994.
- *The Tom Peters Seminar: Crazy Times Call for Crazy Organizations*, Vintage Books, January, 1994.
- *In Search of Excellence: Lessons from America's Best Run Companies*, Warner Books, October, 1988. (Written with Robert H. Waterman, Jr.)
- *Liberation Management: Necessary Disorganization for the Nanosecond Nineties*, Fawcett Books, 1992
- *Thriving on Chaos: Handbook for a Management Revolution*, Harper Collins, May, 1991
- *A Passion for Excellence: The Leadership Difference*, Warner Books, 1984. (Written with Nancy Austin)

- In your own words, define what each of the following terms or phrases mean to you. Tom will be defining and using them frequently in the program.

Situational Leadership

---

---

Teamwork

---

---

IIR: Investment In Relationships

---

---

Intuition

---

---

Empowerment

---

---

Diversity

---

---

- The Ideal Leader

Share, in pairs, a story about a leader in your life or a historical figure. What were the qualities and characteristics of that leader?

---

---

"The art of life lies in  
a constant  
readjustment of our  
surroundings."  
– Kakuzo Okakura

What were specific behaviors that set that leader apart?

What are the commonalities between these leaders?

Discuss common behaviors and characteristics of an ideal leader within your group.

- What is driving your changes? Considering your business challenges and your analysis of customers' needs, list those forces (both inside and outside of the organization) driving change for your part of the organization. Aim to identify two to three bullets for each of the four boxes.

	Positive (Growth-Opportunity)	Negative (Threats-Pain-Fear)
External		
Internal		

- Complete the Leadership Assessment Instrument™ (LAI) which appears in Section 2 beginning on page 33. The LAI was researched and developed by Linkage, Inc., in partnership with Dr. Warren Bennis. It focuses on the five personal characteristics, or competencies, essential to effective leadership and on the five skills with which leaders put these competencies into practice. Knowing your strengths and opportunities for development may help make today's presentation particularly relevant.

### During This Program

- ***Participate!*** Actively follow along by using these Participant Materials for your notes.
- Submit questions to be addressed by Tom Peters during the Question and Answer Session. Tom will respond to questions in the latter third of the program. To submit questions, complete either the fax form found on page 55, or call in when prompted during the program.

### Introduction

The business environment has changed considerably since the early days of the industrial revolution. The skills and competencies needed of leaders then are no longer applicable today. We are in a knowledge economy in which leaders can no longer command the workforce to work harder, smarter, or faster. Instead leaders must exhibit competencies that meet the needs and expectations of the organization's constituents.

More and more organizations are placing emphasis on recognizing, measuring, and developing leadership. Rightfully so, since research supports that those organizations that have "good leadership" have had significantly larger increases in stock price over a ten year period. So just what makes a leader "good?"

### Basic Premises

Tom Peters has stated several times that leadership is "confusing as hell." However, there are basic leadership themes that run throughout his presentation.

- Be an innovative and creative thinker.
- Keep energy levels high.
- Celebrate diversity.
- Empower others to lead.
- Respect others (especially managers).
- Value and build relationships.
- Trust your intuition.
- Be flexible.



- Have a cause.
- Communicate and listen.

What other themes or ideas have you heard in Tom Peters' presentation that resonate with you?

**Directions:** Use the space below to take notes pertaining to Tom's presentation.

---

---

---

---

---

---

---

---

---

---

---

---

### Question and Answer Session

- If participating in the live presentation of this program, call in or fax your question to Tom Peters using the question sheet on page 55.
- If you are taking part in a post-broadcast program, share your questions with the seminar coordinator and your colleagues.

**When the session has concluded...**

- Turn to the end of these materials. Complete the participant evaluation form on page 57 and give it to your Site Coordinator. Your feedback is valuable in ensuring the integrity of this and future programs. We take pride in providing relevant, thought-provoking, and enlightening programs. But we rely on you to help us make it happen!
- To further reinforce your understanding of today's content, as well as hone other aspects of your leadership skills, complete the suggested Post-presentation Activities below.

**Post-presentation Activities**

- **Complete and submit the participant evaluation form found on page 57.**
- **Reread these Participant Materials and review your notes.**
- **Read, if you haven't already done so, books authored by Tom Peters. The titles include:**

*The Circle of Innovation*, Vintage Books, June 1999.

*The Pursuit of WOW! Every Person's Guide to Topsy-Turvy Times*, Vintage Books, January, 1994.

*The Tom Peters Seminar: Crazy Times Call for Crazy Organizations*, Vintage Books, January, 1994.

*In Search of Excellence: Lessons from America's Best Run Companies*, Warner Books, October, 1988. (Written with Robert H. Waterman, Jr.)

*Liberation Management: Necessary Disorganization for the Nanosecond Nineties*, Fawcett Books, 1992

*Thriving on Chaos: Handbook for a Management Revolution*, Harper Collins, May, 1991

*A Passion for Excellence: The Leadership Difference*, Warner Books, 1984. (Written with Nancy Austin)

- **Reflect and respond to these questions:**
  1. Consider the many competencies that Tom discussed during the program when responding to each of the following questions. Some of the competencies are:
    - Have a sense of purpose that has passion and meaning.

- Demonstrate trust
- Empower others
- Have a bias toward action, risk, and curiosity

a. Which competency(ies) do you regard as most important for the work you do?

---

---

b. Which do you feel represents one of your strengths?

---

---

c. Which do you feel you need to work on the most?

---

---

d. How can you improve the competency(ies) that you have identified as needing the most work?

---

---

2. What can you do differently tomorrow as a result of participating in this session?

---

---

3. Think for a minute about your own defining moments as a leader. Can you use any of these moments as stories that will aid the development of others?

---

---

- **Rules for Leaders** (Adapted from Tom Peter's "50 Rules for Leaders," *Fast Company* issue 44, page 124.)
  1. **Leaders on snorting steeds (the visionary greats!) are important.** But great managers are the bedrock of great organizations. Vision is dandy, but sustainable company excellence comes from a huge stable of able managers. Great managers are an organization's glue. They create and hold together the scores of folks who power high-performing companies.
    - What do you or your organization do currently to develop great managers?
    - What could you do to acknowledge and develop great managers?
  2. **Leadership is confusing as hell.** There is no one-size-fits-all approach to leadership. Leadership mantra #1: It all depends. We need to think about situational leadership—the right person, the right style, for the right situation.
  3. **When it comes to talent, leadership doesn't income-average.** Stellar teams are invariably made up of quirky individuals who typically rub each other raw, but they figure out—with the spiritual help of a gifted leader (such as Phil Jackson at Chicago or Los Angeles)—how to be their peculiar selves and how to win championships as a team. At the same time.
    - What kinds of teams are you creating?
    - Are your teams diverse in their thinking and experience?
    - What could your organization do to build a more diverse environment?
  4. **Leaders love the mess.** (If there's no mess—and no creativity, no energy, (then there is) no inspired leadership.
    - Is your organization one that fosters creativity and energy? If so, how?
    - If not, what could be changed to promote creative thinking and genuine energy?
  5. **The leader is rarely—possibly never?—the best performer.** (T)here is no more important decision that a company makes than the selection of its first-line managers. The best leader is rarely the best pitcher or catcher. The best leader is just what's advertised: the best leader. Leaders get their kicks from orchestrating the work of others—not from doing it themselves.
    - Do you have the best first-line managers? If not, what do you need to do to make sure that you get them?
  6. **Leaders deliver.** What counts now? Performance. Results.

7. **Leaders create their own (peculiar?) destinies.** During the next five years, there won't be room for paper pushers. Only people who make personal determinations to be leaders will survive—and that holds true at all levels of all organizations (including entry level).
8. **Leaders win through logistics.** Vision, sure. Strategy, yes. But when you go to war, you need to have both toilet paper and bullets at the right place at the right time. In other words, you must win through superior logistics. It doesn't matter how brilliant your vision and strategy are if you can't get the soldiers, the weapons, the vehicles, the gasoline, the chow—the boots, for God's sake!—to the right people, at the right place, at the right time
9. **Leaders understand the ultimate power of relationships.** Here's a mind-blowing proposition: War—or business on a wartime footing—is fundamentally a woman's game! Why? Because when everything's on the line, what really matters are the relationships that leaders have created with their people. (Women) tend to understand the primacy of massive IIR (investment in relationships), which is one reason why the premier untapped leadership talent in the world today rests with women!
  - Does your organization genuinely value women?
  - Are there many women in leadership positions?
  - If not, what needs to change in order for women to be given leadership opportunities?
  - What can you do as a leader to make room for more women in leadership roles?
10. **Leaders multitask.** Which element is in the shortest supply today—and tomorrow and tomorrow? Time. The future belongs to the leader who can juggle a dozen conundrums at once. Who manages more things at once? Who usually takes care of the details? Who finds it easier to meet new people? Who asks more questions in a conversation? Who is a better listener? Who encourages harmony and agreement? Who works with a longer to-do list? Who's better at keeping in touch with others? And again: Let's hear it for women leaders!
11. **Leaders groove on ambiguity.** The next five years are going to be an economic roller-coaster ride. That means that business leaders are going to be challenged repeatedly not just to make fact-based decisions, but also to make some sense out of all the conflicting and hard-to-detect signals that come through the fog and the noise. Leaders are the ones who can handle gobs and gobs of ambiguity.
  - How well do you cope with ambiguity?

12. **Leaders wire the joint.** The way to make the sale today – or to have influence on any high-impact decision – is to build, nurture, and mobilize a vast network of key influencers at every level and in every function of the operation.
  - What do you do to “build, nurture, and mobilize” a network of influencers – at every level?
  - What could you do differently to establish and maintain that network?
13. **Leadership is an improvisational art.** The game – hey, the basic rule book – keeps changing. Competition keeps changing. So leaders need to change, to keep reinventing themselves. Leaders have to be ready to adapt, to move, to forget yesterday, to forgive, and to structure new roles and new relationships for themselves, their teams, and their ever-shifting portfolio of partners.
14. **Leaders trust their guts.** “Intuition” is one of those good words that has gotten a bad rap. The crazier the times are, the more important it is for leaders to develop and to trust their intuition.
  - Do you trust your intuition?
  - Do you make decisions based on your intuition?
  - What could you do to develop your intuitive side?
15. **Leaders trust trust.** In a world gone nuts, we cry out for something or someone to rely on. To trust. The fearless leader may (make that, had better) change his or her mind with the times.
16. **Leaders are natural empowerment freaks.** (When we think of Jack Welch we) think rigorous performance standards, empowerment (“WorkOut” in GE-speak), leadership, and talent development. Jack Welch, it turns out, is a great manager (see rule #1).
  - What systems and processes does your organization have in place to empower employees at all levels?
  - What do you do personally to empower your employees?
  - What more could happen to empower employees?
17. **Leaders are good at forgetting.** Got an idea? Don't dally. Go for it while it's an original! Doesn't work? Try something else.
18. **Leaders bring in different dudes.** This is a corollary to forgetting. Many leaders are preoccupied with creating high-performance organizations.

Winning leaders know that their organizations need to refresh the gene pool. That happens when leaders forget old practices and open up their minds to new ones. That also happens – and more effectively – when leaders bring in new people and new partners with new ideas. As a leader, do with your people what Cisco has done so effectively with technology: Acquire a new line of thinking by acquiring a new group of thinkers.

- What do you, or your organization, do to acquire “new groups of thinkers”?

19. **Leaders make mistakes – and make no bones about it.** Nobody – repeat, nobody – gets it right the first time. As times get crazier, you're going to see more – and dumber – mistakes. When you make mistakes, you need to recognize them quickly, deal with them quickly, move on quickly – and make cooler mistakes tomorrow.
20. **Leaders love to work with other leaders.** Leaders are known by the company they keep. If you work with people who are cool, pioneering leaders who have customers who are cool, pioneering leaders who source from suppliers who are cool, pioneering leaders – then you'll stay on the leading edge for the next five years.
21. **Leaders can laugh.** In order to survive in these wild times, you're going to make a total fool of yourself with incredible regularity. If you can't laugh about it, then you are doomed.
22. **Leaders set design specs.** You can't be a leader over the next five years and not be totally into design. Design specs are the double-helix DNA that sets the tone of the culture and establishes the operating ideas that embody the company. They are your distinguishing characteristics, your brand's brand. If you don't already know how, learn how to speak design.
23. **Leaders also know when to challenge design specs.** What worked during the past five years may or may not work for the next five years.
  - Are you challenging the old way of thinking and doing in your organization?
  - Are people challenging your thinking?
  - What needs to change to foster and allow for challenging viewpoints?
24. **Leaders have taste.** Leaders who would change our lives don't shy away from words like grace and beauty and taste.

25. **Leaders don't create followers, they create more leaders.** Too many old-fashioned leaders measure their influence by the number of followers that they can claim. But the greatest leaders are those who don't look for followers. Think of Martin Luther King Jr., Mohandas Gandhi, or Nelson Mandela. They were looking for more leaders in order to empower others to find and create their own destinies.
26. **Leaders love rainbows – for totally pragmatic reasons.** Another good word gone bad: “diversity.” The case for diversity during the past 20 years has been that it was the “right thing to do.” Diversity isn't a good thing, it's an essential thing. It's a survival thing. When the world is undergoing sudden, unpredictable, dire change, you need to have a diverse gene pool. You need to have multiple points of view.
  - Do you have multiple points of view on your teams and throughout your organization?
  - If not, what can you do to promote diversity in your organization's “gene pool”?
27. **Leaders don't fall prey to their own success.** There are a lot of people who have made it really, really big over the past five years. Some of them actually think that they're responsible for their success, if you can imagine that. But in crazy times, leaders don't believe in their own press clippings. And they never, ever let their organizations get complacent!
28. **Leaders never get caught fighting the last war.** What business are you in? The only answer that makes sense today is, God alone knows! Were you an early adopter of Internet ways? Good for you! The only problem is that the Internet is still in diapers. The old giants are awakening to its potential. What's your next totally new act?
  - Are you “fighting the last war”?
  - If so, what is the “new act” that you should be focusing on?
29. **But leaders have to deliver, so they worry about throwing the baby out with the bathwater.** You must execute consistently, while fighting consistency. To be “excellent” (to deliver profits, provide quality, and satisfy customers), you must be consistent and build a stellar infrastructure-delivery capability. But the single-mindedness that allows you to hit earnings targets and quality goals is a disguised set of blinders that makes you vulnerable to new, oddball threats (consistency = focus = blinders).
30. **Leaders honor the assassins in their own organizations.** Truly great leaders consistently seek out and honor the people in their own organizations who



want to overthrow their conventional wisdom. Great leaders honor the people who want to depose them, the assassins in their midst.

- Do you allow for people to challenge your wisdom and thinking?
- What can you do to encourage open dialogue?

31. **Leaders love technology.** Here's the equation for the next five years:  
Technology = architect of change. If you don't love (and I don't mean like or tolerate) the technology, it will change you and your company, but you will be the unwitting victim, not the partner of change. It is remaking the world. And you must joyously leap aboard.
32. **Leaders wear their passion on their sleeve.** Leadership, in the end, is all about having energy, creating energy, showing energy, and spreading energy. If you do not love what you're doing, if you do not go totally bonkers for your project, your team, your customers, and your company, then why in the world are you doing what you're doing? And why in the world would you expect anybody to follow you?
33. **Leaders know: Energy begets energy.** Every successful company, every successful team, and every successful project runs on one thing: energy. It's the leader's job to be the energy source that others feed from. But sometimes the leader has no energy. Sometimes the situation is bleak, and the outcome is in doubt. Fake it! For it is at that critical juncture that having energy is the most essential. So if you gotta fake it, then fake it! Once you kick-start the energy cycle, nature takes over.
34. **Leaders are community organizers.** It doesn't matter if you're recruiting talent, making a sale, or forging a partnership. Everything you do is the exact equivalent of grassroots organizing. Your title may say that you are the leader, but you're running for office every day. How do you get them to do more than just show up? You enlist them and win their votes one damn day at a time.
35. **Leaders give respect.** Care. Respect. Leaders care about connecting – because it moves mountains.
36. **Leaders show up.**
37. **Leadership is a performance.** Leaders spend time leading – which means that they spend time and exert ceaseless effort making sure that they come across with the right message in the way that they walk, talk, dress, and stand. Leadership is not only about action. It's also about acting.

38. **Leaders have great stories.** A performance (see rule #38) needs to have a script. Effective communication of a story is a key – perhaps the key – to leadership. Why? Because stories are the real thing. They are how we remember, how we learn, and how we visualize what can be. If you want to involve your colleagues in the future performance of your business, then don't just present them with the numbers. Tell them a story. Numbers are numbing. Stories are personal, passionate, and purposeful.
- Do you tell stories when you communicate to others?
  - What aspects of your communication style are you most proud of?
  - What could you do to enhance your communication skills?
39. **Leaders focus on the soft stuff. People. Values. Character. Commitment.** A cause. All of the stuff that was supposed to be too goo-goo to count in business. Yet, it's the stuff that real leaders take care of first. And forever. That's why leadership is an art, not a science. If leadership were just about hitting your numbers, about driving the troops to meet their quotas, then leadership would just be a math problem. But leadership is a human mystery. In these times, as the numbers get harder to hit (or even to understand), and as frustration abets the temptation to be a kick-ass, take-charge, top-down leader, we'll see very quickly who keeps an enterprise energized in the face of adversity and ambiguity. And we'll see who is faced with passive resistance, quiet rebellion, and random acts of insubordination.
40. **Leaders think – make that know – that they can make a difference.** Leaders are convinced that they are going to make a difference. It's not about egotism. It's about having a healthy, unquestioning feeling of mattering.
41. **Leaders always make time to work the phones.** Leadership takes an almost bottomless supply of verbal energy: working the phones, staying focused on your message, repeating the same mantra until you can't stand the sound of your own voice. You can't be a leader these days and be the strong, silent type. You have to be an endless talker, a tireless communicator.
42. **Leaders listen intently. Leaders talk. Leaders listen.** Leaders listen to what the market is saying, to what the customer is saying, and to what the team is saying. No, you don't have to do everything that your constituents demand that you do. But just by showing that you're listening, really listening, you demonstrate the respect that you accord to them. Intent, tuned-in listening engenders empathy, creates connectedness, and, ultimately, builds cohesiveness.

"The content of  
change initiatives  
requires  
customization at  
lower tiers to match  
local circumstances."  
— Andrew Pettigrew,  
*Breaking the  
Code of Change*

43. **Leaders revel in surrounding themselves with people who are smarter than they are.** You will not have all of the answers. What you are expected to do is recruit people—at all levels of your organization—who do have the answers. These are the folks who lead you to make the right decisions about how to deal with an unglued world.
44. **Great leaders are great pols.** Taking the responsibility to lead others into battle—whether it's at war or at work—isn't for the faint of heart. It's not just the casualties that you need to be able to stomach. It's the real world of organizational politics and inside deal making: doing what it takes to get things done.
45. **Leaders make meaning.** A leader's job isn't just to make decisions and to make products or services. A leader's job is also to make meaning. Why? Because in times like these, people depend on their leaders to absorb all of the chaos, all of the information, all of the change, and to find some meaningful pattern and compelling purpose in the midst of all of the splatter.
46. **Leaders learn.** The single worst thing that can happen to you as a leader? You exhaust your intellectual capital. Because you were so damn busy doing, you stopped learning. You became a broken record for yesterday's paradigm.
47. **Leaders. . . ?** What is the one key idea for leadership in whacked-out times that you would propose? You can go to TomPeters.com (<http://www.tompeters.com/no49.htm>) and contribute your idea there, or you can send your thoughts to me via email ([tom@tompeters.com](mailto:tom@tompeters.com)). What's the one-liner that captures the essence of leadership for you? What do you think leaders need to do to win in the next five years?
48. **Leaders know when to leave.** Much good work gets undone by those who stay beyond their expiration dates. How will you know? When you know an idea won't work before you even try it. When you see the same problem coming around on the merry-go-round, and you've solved it so many times that it's no longer interesting. When you became the leader by challenging conventional wisdom, and now you represent the status quo.

- **Discussion: Common Missteps in Change Efforts**

**Step 1.** Think back through some of the work-related change efforts that you have been involved in, whether as a leader or receiver of change. What have been some of the errors or missteps in these efforts – the poor implementation decisions, actions, and behaviors that hurt or derailed the change?

---

---

---

---

---

---

---

**Step 2.** In a small group, use your individual lists to generate a group list of common missteps in change efforts. Be prepared to share your lists.

---

---

---

---

---

---

---

- **Assessment: How Does Your Change Effort Measure Up?**

All change initiatives have one thing in common: if they are well led, they usually succeed; if not, they are doomed to failure (or at least a longer road). Since you often can't affect the "core content" of the initiative (e.g., the new business strategy, financial target, or markets), you will spend most of your time concentrating on the "process" of how the initiative is to be implemented.

Let's stop and evaluate how you and your organization handle the process.

**Step 1.** Consider a completed change that you and your organization recently underwent or a current change that is well underway.

**Step 2.** On the following page, there are 21 statements that describe your organization and actions its leadership (including you) took to implement change. Read each statement and write in the scores that most accurately describe your perception. Use the following scale to rate your responses: 0=Strongly Disagree, 1=Somewhat Disagree, 2=Somewhat Agree, 3=Strongly Agree

### My Perceptions of the Change Process

- \_\_\_\_\_ 1. There was shared belief in the need for change across the company; people felt the status quo wouldn't do.
- \_\_\_\_\_ 2. There was a "critical mass" of senior leaders (including line managers) with enough power and authority to effectively sponsor or personally lead the initiative.
- \_\_\_\_\_ 3. Senior managers and other key leaders had a clear, shared picture of the desired future for the company.
- \_\_\_\_\_ 4. Those leading the change had clearly communicated a compelling business case that reached both the hearts and minds of employees.
- \_\_\_\_\_ 5. Actions were taken to ensure company systems like appraisal, compensation, rewards, and recognition directly supported the behaviors needed to achieve the new goals.
- \_\_\_\_\_ 6. There was a clear, comprehensive implementation plan and timeline for the initiative.
- \_\_\_\_\_ 7. Additional changes needed to support the initiative had been identified and were also underway.
- \_\_\_\_\_ 8. There was already a continuous improvement culture in the company that eased the adoption of changes in business strategy.
- \_\_\_\_\_ 9. The organizational "players" whose support and involvement were most critical had been identified and enrolled.
- \_\_\_\_\_ 10. The change initiative was linked to other strategic changes—it fit in with other efforts.
- \_\_\_\_\_ 11. There was a communication strategy and plan in place for mobilizing all relevant parties (e.g., the board, employees, customers) that clearly articulated the actions leaders wanted individuals and groups to take.
- \_\_\_\_\_ 12. Employees were involved in implementation planning and decision-making on issues affecting them.
- \_\_\_\_\_ 13. There were clear milestone goals and success criteria for the change initiative.

- \_\_\_\_\_ 14. "Victory" was not declared too soon; a majority of people were aware that fully integrating the change would take time, patience, and perseverance.
- \_\_\_\_\_ 15. Both executives and employees understood the threats and opportunities driving "why we must change."
- \_\_\_\_\_ 16. Line managers were not rigidly turf conscious and were willing to improve work processes across boundaries.
- \_\_\_\_\_ 17. There was broad-based support and agreement that the change was the "right" or most beneficial thing to do.
- \_\_\_\_\_ 18. Decisions and messages about the initiative were consistent (i.e., from different leaders, between what was said and actions taken).
- \_\_\_\_\_ 19. The required new skills were identified, development plans were in place, and adequate resources like training and coaching were provided.
- \_\_\_\_\_ 20. Learnings from pilots (initial implementations) were applied to full implementation.
- \_\_\_\_\_ 21. Mechanisms for tracking progress were in place and used, allowing mid-course corrections (capturing and applying learning).

- **Application: Your Personal Impact of Change Assessment.**

Consider a present or emerging change and assess its potential impact on your work. As you complete this assessment, you can choose whether to assign a numerical value to the changes you are describing, or whether to simply circle one or two items that are most important to you.

Current Situation	What Will Change	What May Change	Degree of Impact (Scale 1-5)	Positive or Negative Impact (+/-)
Who I work with/report to/ key interfaces now	I will no longer work with:  New people I'll work with:	I may no longer work with/ work as much with:  New people I may work with/work more with:		
What I produce now:	New outputs I'll be expected to produce:	New outputs I may be expected to produce:		
What skills/tools I need most now:	What new skills or tools I will need most:	What new skills or tools I may need most:		
My work environment/ conditions now:	My new work environment/ conditions:	Possible new work environment/ conditions:		
How I am measured and rewarded now:	New ways I will be measured and rewarded:	Possible new ways I will be measured and rewarded:		

**Score Interpretation**

0-10	Possible adjustments but on the whole not much impact
10-15	Some adjustments necessary
15-20	Significant change—some fundamental shifts in both the conditions and requirements of my work
20-25	Challenging times ahead will require planning, support, development, and considerable resilience

**Discussion**

1. Did completing this worksheet help you clarify the personal impact this change will have on you?

---

---

---

---

2. Does clarification of impact help or hurt someone undergoing change?

---

---

---

---

3. How might you use this with your direct reports?

---

---

---

---



- **Tool: Scanning the Environment.**

It is the leader's function to act as the organization's senses—continuously scanning the environment outside of it for predictive data that helps you interpret future possibilities and plan the most appropriate responses.

### **Purpose of this Exercise**

Your paradigms—and the assumptions on which they are built—are powerful frames of your interpretation of the evolving world and of the common context you try to create with others. In this activity, you will explore the trends that will or might affect your organization and its customers. As you work, keep in mind that you are capturing your assumptions about the future.

### **Directions**

**Step 1.** Individually, read the categories of key environmental questions on the following page.

**Step 2.** Brainstorm potential changes or trends for each category that may occur over the next three years. Do not dwell on any one category for too long, just note the first three or four that come to mind. It is not important whether a trend or potential change fits into one environmental area or another.

**Step 3.** For each trend or change, rate the probability of its occurrence with an H (high), M (medium), or L (low).

**Step 4.** For each change or trend that you rated high or medium, put two plus signs (++) where you think it will have a strong impact on your organization and/or your customers, one plus sign (+) where the impact will be moderate, and a minus sign (−) where the impact is minimal.

### **Key Environmental Questions**

- |                      |   |
|----------------------|---|
| <b>Governmental</b>  | <ul style="list-style-type: none"> <li>• What changes in domestic and foreign policy are likely?</li> <li>• What political trends are emerging?</li> <li>• What legal and regulatory changes can be anticipated?</li> <li>• What is the organization's level of political influence likely to be?</li> </ul>  |
| <b>Technological</b> | <ul style="list-style-type: none"> <li>• What new technologies are likely to impact the services we can offer?</li> <li>• What new technologies are likely to impact customer needs and market structure?</li> <li>• What new technologies are likely to impact the capabilities of our suppliers?</li> </ul> |
| <b>Economic</b>      | <ul style="list-style-type: none"> <li>• What trends in economic growth—recession or expansion—can be expected?</li> <li>• What are trends of GNP, employment, inflation, and interest rates?</li> </ul>  |

- Will the industries in which we are engaged be economically healthy?
- Demographic**
- What changes in age, mobility, education levels, fertility rates, immigration, population growth, gender, race, religion, and socioeconomic status can be expected in the communities we serve?
  - What trends in the labor market can we see emerging?
- Cultural**
- What are the trends in life-styles, worker expectations, customs, consumer tastes, fashions, social movements, and ideologies?
  - How are people's values, assumptions, and beliefs changing?
- Industry**
- Is the structure or the focus of the industry changing?
  - Is there a threat of new competition (domestic or foreign)?
  - What markets and market segments have the greatest potential?

### Worksheet: Changes and Trends in Our Environment

Trends/Changes	Probability (H, M, L)	Impact (++, +, -)
Governmental		
Technological		
Economic		
Demographic		
Cultural		
Industry		

- **Tool: Altering Culture – A Leader’s Checklist**

There is no “magic bullet” of culture change; it’s almost always a matter of doing the same things you already do as a leader, but doing them in different ways.

Below is a list of strategies you can use to influence the mutable aspects of the organization’s culture. As you read, note that very few of them involve making explicit pronouncements about the desired culture; rather, the emphasis is on strategies *that demonstrate the desired culture in action*. To paraphrase an old saying, “actions speak louder than posters.”

#### **Actions You Can Take to Influence Your Culture**

- *Engage people in the culture in a dialogue about the culture.* Involving employees in dialogue lets you “reality check” your assessment of the culture, surface issues that have not been confronted, and develop shared understanding of the culture and commitment to change.

For example, the IT department created from the merger of two financial services organizations (A and B) was experiencing serious tensions around decision making. A mixed group of employees (from both A and B) did a “cultural excavation” of A and B and of the culture developing from the merger.

They realized that A had had an informal, open-door style of decision making, while B had had a much more formal process. So, in the merged organization, employees from A would try to push through decisions against the (from their perspective) “obstinate” resistance of those from B. The employees also realized that a new culture was already emerging from their actions, and that it was in their power to shape the new culture for good or ill.

- *Foster alternatives* by encouraging employees and groups who are bucking the unsupportive culture and have ideas for a better one. Find the best subculture and hold it up as an example from which others can learn.

3M has a program whereby junior employees can sell an idea to other divisions if they are being overlooked in their own operation. It’s acceptable to break personnel rules in the interests of the corporate value of innovation.

- *Live the culture you want.* Role model to gain credibility and broadcast congruity with your desired values and beliefs. If necessary, change your leadership style to reflect the desired culture.

In one organization, a budget officer deliberately chose to occupy a small and cramped office with material trappings of a standard well below that expected of a person of his senior status. This act symbolized his intention to control and curb expenditures whenever he could and his willingness to apply these standards to himself as well.

- *Use symbols effectively*—you can't be everywhere at once.

One department head wanted to emphasize her commitment to an open-door policy, so she took her own door off the hinges and hung it from the ceiling in the corridor.

- *Measure and reward exactly what you want.* Change the systems that drive behavior (performance management, participative planning, compensation, rewards/recognition) and change the performance/business measures.

Here's a case in which the use of measurement changed behavior but had unintended results: A healthcare organization responded to members' dissatisfaction with access by requiring clinicians to complete more office visits per clinical session. As a result, clinicians began requiring members to visit the office rather than receive care over the phone as they had in the past.

As predicted, the number of office visits per clinical session increased. At the same time, however, member access and satisfaction decreased.

- *Manage human resources in a way that reinforces the desired culture.* Hire individuals who will support and "live" the desired culture, and promote cultural leaders to positions of importance.

While a high-tech company was in the blueprint stage, the founders named a superior inventor as chairman. He was selected over a finance whiz and a marketing dynamo to symbolize that in this new business, invention was the key.

- *Alter the structure to better fit the desired context.*

A clinical chief at a large hospital wanted to encourage multidisciplinary decision making and problem solving in her department. So she reorganized the department into cross-functional teams, each consisting of physicians, nurses, practice assistants, receptionists, and health educators. The really innovative idea, though, was that the leadership of each team rotated every six months among those members who met a set of agreed-upon criteria. The chief and the leaders of each team formed the department leadership council.

- *Invest resources* (money, people, time) in the desired culture.

A senior civilian executive in the U.S. Army Corps of Engineers showed commitment to his number-one promise to employees by clearing his calendar so that about 60 percent of his time was available for listening, answering questions, and walking around.

- *Involve people* in creating systems, structures, policies, and plans. People support what they help create.

Semco SA is Brazil's largest marine and food processing machinery

manufacturer. When it came time to relocate one division into larger facilities, Semco closed up shop, loaded the employees on buses, and took them to evaluate the three factories for sale. The employees favored a different building than management, but the employees' choice carried. The division's productivity per employee improved from \$14,200/year to \$37,500/year in four years.

- *Change the role of information.* Give new people access to important information, bring new types of information into the enterprise (e.g., customer/member data), or use new technologies and/or systems for sharing information.

To foster individual accountability, one HMO changed the way it reported member-satisfaction data. Whereas it had previously reported aggregate ratings for clinician groups, it now began producing ratings for individual clinicians. Further, instead of group-wide bonuses based on member satisfaction, the HMO tied clinicians' bonuses to their individual member-satisfaction ratings.

The effect was immediate and pronounced: The first sign of this was skyrocketing enrollment in the HMO's voluntary "The Voice of the Patient" communication-skills workshop.

### Worksheet: Altering Culture

From the list below, choose two or three actions you could take to influence the culture of your organization. In the space below the proposed action, state how and why you can anchor and reinforce the change and alter the mutable aspects of your organization's culture.

#### Actions:

Engage people in the culture in a dialogue about the culture.

---



---



---



---

Foster alternatives.

---



---

Live the culture you want.

Use symbols effectively.

Measure and reward exactly what you want.

Manage human resources in a way that reinforces the desired culture.

Alter the structure to better fit the desired context.

---

---

---

---

Invest resources (money, people, time) in the desired culture.

---

---

---

---

Involve people.

---

---

---

---

Change the role of information.

---

---

---

---

- **Examine the suggested activities excerpted from the Leadership Development Guide** and provided in Section 3 beginning on page 42. These activities were researched and developed by Linkage, Inc. in partnership with Dr. Warren Bennis. Select those opportunities and/or resources that interest you, best meet your development needs and are consistent with any constraints (such as time or finances) you may have.

## Suggested Readings

### *Leadership*

- Benjamin, B. & Conger, J. *Building Leaders: How Successful Companies Develop the Next Generation*. San Francisco: Jossey-Bass, 1999.
- Bennis, W. *On Becoming A Leader*. Reading, MA: Addison-Wesley, 1994.
- Clawson, James G. *Level Three Leadership: Getting Below the Surface*. Upper Saddle River, NJ: Prentice-Hall, 1999.
- Conger, J.A. *Winning 'Em Over: A New Model for Managing in the Age of Persuasion*. New York: Simon & Schuster, 1998.
- Heifetz, R. *Leadership Without Easy Answers*. Boston: Harvard Business School Press, 1994.
- Hesselbein, Frances, Goldsmith, Marshall, & Beckhard, Richard, eds. *The Leader of the Future*. San Francisco: Jossey-Bass, 1996.
- Kotter, J.P. *John P. Kotter on What Leaders Really Do*. Boston: Harvard Business School Press, 1999.
- Kotter, J.P. *Credibility: How Leaders Gain & Lose It, Why People Demand It*. San Francisco: Jossey-Bass, 1995.
- Kotter, J.P. *The Leadership Factor*. New York: The Free Press, 1988.
- Kouzes, James M. & Posner, Barry Z. *The Leadership Challenge*. San Francisco: Jossey-Bass, 1987.
- Laurie, D.L. *The Real Work of Leaders: A Report From the Front Lines of Management*. Cambridge, MA: Perseus Publishing, 2000.
- Tichy, N. & Cohen, E. *The Leadership Engine: How Winning Companies Build Leaders at Every Level*. New York: Harper Business, 1997.
- Ulrich, D., Smallwood, N., & Zenger, J. *Results Based Leadership*. Boston: Harvard Business School Press, 1998.

### *Change*

- Ackerman, P. and J. Duvall. *A Force More Powerful: A Century of Nonviolent Conflict*. St. Martins Press, 2000.
- Beer, M., Nohra, N., ed. *Breaking the Code of Change*. Cambridge, MA: Harvard Business School Press, 2000.
- Conner, D. R. *Managing at the Speed of Change*. New York: Villard Books, 1992.
- Drucker, P. *Managing in Times of Great Change*. New York: Penguin Group, 1995.



- Hamel, G. *Leading the Revolution*. Boston: Harvard Business School Press, 2000.
- Johnson, S. *Who Moved My Cheese?* New York: G. P. Putnam's Sons, 1999.
- Kantor, R.M. *The Change Masters*. New York: Simon & Schuster, 1993.
- Kotter, J.P. *Leading Change*. Boston: Harvard Business School Press, 1996.
- Maurer, R. *Beyond the Wall of Resistance: Unconventional Strategies That Build Support for Change*. Austin, TX: Bard Press, 1996.
- Reich, R. B. "Your Job is Change," *Fast Company*, October 2000, pp. 140-160.
- Senge, P.M. *The Dance of Change*. New York: Doubleday, 1999.

**SECTION 2**

**The Leadership Assessment Instrument™**

Excerpted from The Leadership Assessment Instrument™ and Development Guide,  
©1999 Linkage, Inc. Used with permission. Call 781-862-3157 for further information.

## About the Leadership Assessment Instrument™

The Leadership Assessment Instrument™ (LAI) was researched and developed by Linkage, Inc., in partnership with Dr. Warren Bennis. It focuses on the five personal characteristics, or competencies, essential to effective leadership and on the five skills with which leaders put these competencies into practice. Knowing your strengths and opportunities for development may help make today's presentation particularly relevant.

The five categories the instrument assesses are:

1. Focused drive
2. Emotional intelligence
3. Building trust/enabling others
4. Conceptual thinking
5. Systems thinking

Each competency and each skill has a definition and an associated set of behaviors that demonstrate that competency or skill. Additionally, each competency is described by ten of these behaviors and each skill by five. Furthermore, the ten behaviors for each competency are organized into two groups of five, each corresponding to a component of that competency.

Let's take a closer look at the five competency categories in greater detail.

### Focused Drive

The competency of focusing on a goal and harnessing your energy in order to meet that goal—a balance between the components of:

- Focus: The ability to identify an important goal or vision and to channel efforts at specific targets that support that goal or vision.
- Drive: The ability to persevere, sacrifice (when necessary), and expend high degrees of energy to reach high levels of performance.

### Emotional Intelligence

The competency of understanding and mastering your emotions (and those of others) in a way that instills confidence, motivates, inspires, and enhances group effectiveness—a balance between the components of:

- Perception: The ability to read the emotions and thoughts of others through the use of insight and analytical skills.
- Emotional Maturity: The ability to master emotions and cope with stress in a way that instills confidence, motivates, and enhances group effectiveness.

**Trusted Influence**

The competency of evoking trust from others and placing trust in others to enable them to succeed—a balance between the components of:

- **Commitment:** The ability to evoke trust from others by keeping commitments, adhering to high ethical standards and principles, and building shared goals or values.
- **Empowerment:** The ability to help others reach higher levels of performance through trust, delegation, participation, and coaching.

**Conceptual Thinking**

The competency of conceiving and selecting innovative strategies and ideas for your organization—a balance of the components of:

- **Innovation:** The ability to create/enhance ideas, products, and services that lead to bottom-line success.
- **Big-Picture Thinking:** The ability to see all of the forces, events, entities, and people that are affecting (or are being affected by) the situation at hand.

**Systems Thinking**

The competency of rigorously and systematically connecting processes, events and systems—a balance between the components of:

- **Mental Discipline:** The ability to sort through ambiguity and alternatives in a way that crystallizes and puts ideas into action.
- **Process Orientation:** The ability to increase overall learning and performance by designing, implementing, and/or connecting processes.

While today's program is most relevant to conceptual thinking and trusted influence, having an awareness of your rating in each area provides insight and may make today's program more meaningful. Instructions for completing and scoring the assessment are provided on the following pages.

### **Purpose and Overview**

The purpose of this Leadership Self-Assessment is to provide a leadership profile based on the competencies necessary for strong, superior leadership. The data that you provide will enable you to construct a profile, complete with areas of strength and areas for future development.

Please complete the instrument by assessing your own behaviors and skills according to the directions below. Be honest—the more rigorous you are, the better you can target your developmental needs. Remember, the instrument is meant to assess how you believe that you actually are; not how you think that you should be.

### **Directions**

For each of the 50 items listed on the following pages, consider how much the stated behavior characterizes your own behaviors, thoughts, intentions, or skills in on-the-job situations, and then rate yourself in the space provided according to the following scale:

3 = I often demonstrate this behavior.

2 = I sometimes demonstrate this behavior.

1 = I hardly ever demonstrate this behavior.

Use the enclosed answer sheet (page 40) to record your answers. After recording your answers, add up the totals for each competency and then transfer the overall competency scores to the competency profile sheet on page 41.

**Leadership Self-Assessment Questions**

1. I balance multiple tasks and prioritize when faced with limited time and/or resources.
2. I create a positive environment—even when it appears “all is lost”—by expressing optimism and offering encouragement to team members.
3. I keep a mental record of every commitment that I make and follow through on my promises.
4. I steer through ambiguity and “information clutter” to resolve complex problems.
5. I ask questions to try to piece together “unrelated” information, events, etc.
6. I build momentum by spending 90 percent of my time on the top 10 percent of my priority list.
7. I view my “wins” with pride and humility.
8. I operate by a value-driven work philosophy that is grounded on clear principles.
9. I adhere to a disciplined process for sorting out alternatives and arriving at the best option when approaching a problem or project.
10. I make connections between and among information, events, etc. that reveal key issues, problems, or opportunities.
11. I display single-mindedness in unstoppably directing my energy at specific targets.
12. I persuasively and effectively reassure teams and/or individuals in the face of setbacks or seemingly insurmountable obstacles.
13. I identify and find ways to meet the needs, expectations, and wants of others up, down, and across the organization.
14. I test ideas and assumptions by carefully reviewing ideas with thought leaders and critical thinkers within my organization.
15. I do not accept a problem at face value, but search for the less obvious underlying factors driving the problem.
16. I find a way to “get it done” and will sacrifice personally to reach the goal line.
17. I have a thorough understanding of my own emotions and feelings and how they impact the situation at hand.
18. I give people a sense of personal fulfillment by recognizing their individual contributions in the achievement of a goal.

**Leadership Self-Assessment** (continued)

19. I consult outside resources (e.g., magazines and databases) in order to identify where my company, my industry, and the market are moving and to size up new business opportunities.
20. I take into account the potential implications of a decision on other people and departments within the organization before moving forward.
21. I stay the course mentally despite potential distractions and disruptions to my primary focus.
22. I control and selectively display my emotions and feelings in a beneficial way (e.g., I successfully channel my anger).
23. I help build shared goals and values to reinforce individual commitment to the organization.
24. I create viable new business ideas by thinking "out of the box," as well as in a sound business fashion.
25. I build and connect processes within my organization to assure that implementation remains constant and reliable.
26. I display stamina, energy, and intensity in achieving high standards of performance.
27. I express myself in consistent moods that invite participation and further communication with others.
28. I provide honest, clear feedback by focusing on the issue (and not the person) so that the person will accept and consider the feedback.
29. I ask "What if?" questions and play out scenarios to test new business ideas that challenge the status quo.
30. I assure that new ideas are integrated with established procedures and processes so that the organization can digest the new ideas.
31. I act decisively, with a passion for making things happen.
32. I recognize and consider the emotions and feelings of others before taking action.
33. I articulate a goal or vision and motivate others to help me reach that goal or vision.
34. I have the ability to create unorthodox or revolutionary concepts that have growth or profit potential.
35. I create synergy by involving the "right people" in all phases of work design and operational implementation.

**Leadership Self-Assessment** (continued)

36. I demonstrate boldness in striving for ambitious goals rather than settling for the safety of achievable results.
37. I treat different people differently, with appropriate amounts of candor and sensitivity depending on each individual's unique makeup.
38. I create shared responsibility among team members by building participation in decision making and delegating key tasks and functions.
39. I take the time to check whether a new idea is feasible before proceeding.
40. I pull together disparate ideas to create clear themes and pathways that may alleviate the confusion and anxiety of others.
41. I seek – and find – creative solutions to obstacles blocking the path to the goal line.
42. I accept rejection with grace and renewed determination, modeling to others how to handle failure.
43. I display trust in others by giving them additional responsibilities – and providing them with the appropriate tools and resources necessary to carry out those responsibilities.
44. I seek better solutions to problems instead of falling back on established protocol.
45. I demonstrate a commitment to continuous learning by documenting critically important action steps, i.e., I try to make sure that my organization does not “reinvent the wheel.”
46. I effectively communicate the critical nature of the goal in a way that allows others to focus on that goal as well.
47. I offer solutions, suggestions, and constructive criticism to others while also remaining open to additional possibilities.
48. I successfully help individuals and teams reach higher levels of performance (e.g., by displaying confidence in them at critical junctures).
49. I am receptive to the new ideas of others and try to improve or enhance them in a non-threatening manner.
50. I see an entity (e.g., my organization) not merely as a collection of isolated processes and parts, but as a unitary whole of interconnected processes.



**Leadership Self-Assessment Answer Sheet**

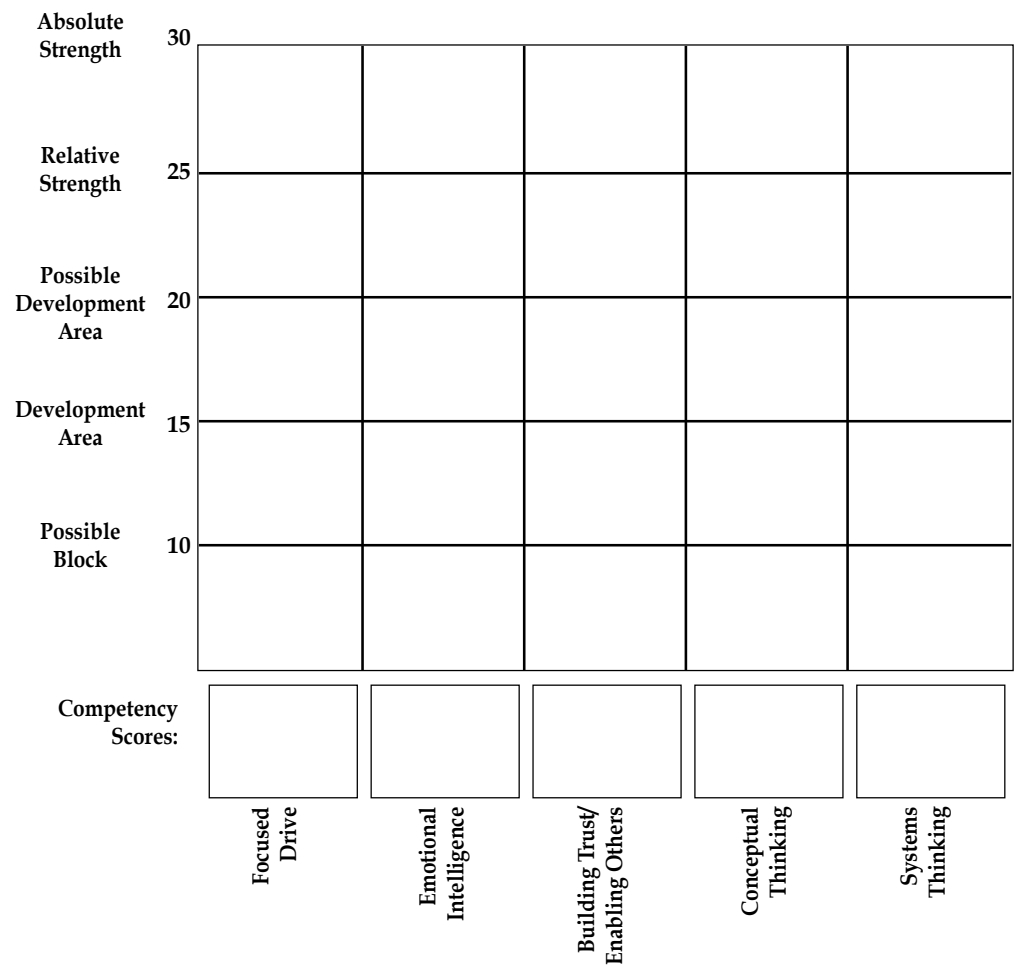
Focused Drive	Emotional Intelligence	Building Trust/ Enabling Others	Conceptual Thinking	Systems Thinking
1. _____	2. _____	3. _____	4. _____	5. _____
6. _____	7. _____	8. _____	9. _____	10. _____
11. _____	12. _____	13. _____	14. _____	15. _____
16. _____	17. _____	18. _____	19. _____	20. _____
21. _____	22. _____	23. _____	24. _____	25. _____
26. _____	27. _____	28. _____	29. _____	30. _____
31. _____	32. _____	33. _____	34. _____	35. _____
36. _____	37. _____	38. _____	39. _____	40. _____
41. _____	42. _____	43. _____	44. _____	45. _____
46. _____	47. _____	48. _____	49. _____	50. _____
<b>TOTALS:</b>				
_____	_____	_____	_____	_____

## Individual Development Planning

### Leadership Competencies

#### Competency Profile Sheet

1. Transfer your overall competency scores from the answer sheet to the corresponding boxes below.
2. Plot points on the graph using the scale on the left.
3. Connect the dots to see your overall competency profile.



### SECTION 3

#### **The Leadership Development Guide**

The following activities are excerpts from the Leadership Development Guide, a guide researched and developed by Linkage, Inc. in partnership with Dr. Warren Bennis. These activities were selected because of their relevance to today's program.

Excerpted from Leadership Assessment Instrument and Development Guide, ©1999 Linkage, Inc. Used with permission. Call 781-862-3157 for further information.

## Developing the Competency of Conceptual Thinking: The Innovation Component

### Definition

The ability to create/enhance ideas, products, and services that lead to bottom-line success.

### Behaviors

- Asks “What if?” questions to test assumptions and challenge the status quo
- Seeks better solutions to problems instead of falling back on obvious ones
- Demonstrates an ability to create new business ideas by thinking “out of the box”
- Demonstrates creativity in making ideas and concepts better
- Creates innovative concepts that have growth or profit potential

### Exercise: New Product Ideas

The following exercise is one you can do either on your own or with a group.

1. Take an everyday object (such as a brick or a toothbrush), and come up with as many uses for it as you can think of.

Example: A brick could be used, among other things, as a paperweight, a weapon for self-defense, a bookend, a pedestal to support a vase or small statuette, a flyswatter or bug-smasher, a doorstop, or a stepping stone for crossing puddles.

2. Identify which of these uses could yield a product that would complement your organization’s products or services.

Example: Let’s say your company owns and manages a chain of bookstores. You might print the name and logo of the company on bricks and sell them as hip “urban bookends.”

**Exercise: Your Conditions for Creativity**

How often have you heard someone say, “I do my best thinking in the shower” or “I always seem to have my best ideas in my car on the way to work”? If you’re like most people, there are probably certain conditions that are conducive to your thinking creatively and others that hinder your creativity.

In this brief exercise, you’ll try to identify what these conditions are.

1. Identify some times when you’ve been able to think creatively.
2. Think about what each of those times was like:
  - Were you alone or with others?
  - If you were with others, who were they?
  - Where were you (for example, indoors or outdoors, at home or at work)?
  - What was the space like (for example, bright or dark, cluttered or spare)?
  - What time of day was it?
  - What else was going on at the time (for example, was your schedule busy or light, were you under pressure or not)?
3. Try to identify patterns – that is, were there conditions that were common to most or all of the times when you were able to think creatively?
4. Repeat steps 1 to 3, this time for situations in which you were unable to think creatively.
5. In the future, when you need to think creatively, try to recreate the conditions that seemed to foster creativity in the past, while avoiding conditions that hindered creativity.

### Daily Practices

- When you're seeking new ideas or innovative solutions, or when you're faced with a problem for which there is no easy solution, do something different. Often, change is all it takes to send your thinking in new directions.
- Change the conditions in which you work. For example, if you're working in an office, try taking a walk. If you're working alone, find someone to talk with. If you're working late in the day, try working first thing in the morning.
- Change your methods. You might consider "thinking aloud" by talking things out with a colleague. Or, create interesting and unusual metaphors for the topic or issue you face and think through all the characteristics and implications of seeing it in these different ways.
- Change your medium. For example, rather than thinking it through alone, try using a computer or paper and pen, writing non-stop for five minutes. Record your thoughts unedited, then read your thoughts with an eye toward emerging insights, connections, and possibilities. Or, draw a picture that symbolically represents either the issue you face or your relationship to the issue.
- Practice asking "What if?" questions. Do this by first identifying something you take for granted (such as gravity, your organization's core product line or lines, or the fact that people only have two arms!) Then try to imagine what all the implications would be if that fact you take for granted were no longer the case: What would life be like if there was no gravity? If your organization had to totally reconfigure its product lines? If people regularly had different numbers of arms?

As with the new products exercise above, this is a great practice to use with a group. For example, it's helpful as a way of "limbering up" people's minds at the start of a meeting.

- Institute regular brainstorming or creativity forums, where people come together with no purpose other than thinking up new ideas or ways of doing things. The only outcome of such meetings should be lists of possibilities to be explored further and commitments to meet again to analyze the possibilities.
- Make it a regular practice to read articles or books in areas about which you know very little. These should offer new perspectives on your areas of expertise and help enrich your approach to strategic thinking and problem solving.

### Activities, Assignments, and Projects

- Lead or participate on a team charged with “scanning” the organization’s environment to identify critical trends that may affect the organization in the future.
- Lead or participate on a team charged with solving a difficult problem faced by the organization.
- Seek a developmental assignment in a function that requires “out of the box” thinking, such as research and development or marketing.
- Creativity and innovation are enhanced when we work differently with the material before us and/or when we represent that material in a fresh way. When you encounter a difficult issue or problem for which there is no easy solution, consider inventive activities as alternatives to simply thinking through something alone or “talking it out” as a team.
- Write nonstop for five minutes, recording your unedited thoughts on paper.
- Create an interesting and unusual metaphor for the topic or issue and think through all the characteristics and implications of seeing it this way.
- Draw a picture that symbolically represents either the issue you face or your relationship to the issue.

### Readings and Other Self-Study Resources

- Albrecht, Karl, *Brain Power: Learn to Improve Your Thinking Skills*. Prentice Hall, 1987. This book introduces six functional thinking abilities needed to become an adaptive, innovative thinker. The author shows how to use creative problem solving strategies to become a more efficient and effective thinker and provides illustrations, games, and puzzles to stimulate and expand your brain power.
- Bennis, Warren, and Patricia Ward Biederman, *Organizing Genius*. Addison-Wesley Publishing, 1997. Today all organizations require creative thinking from every member, not just a few. The world's complexity and pace mean that we can no longer rely on individual leaders and "Lone Rangers" to solve our problems. Rather we must learn to work together, to identify our own Great Groups. The fascinating stories and wise advice in *Organizing Genius* show us how.
- Brown, M. Neil and Stuart M. Keeley, *Asking the Right Questions*. New York: Prentice Hall, 1990. This test was designed to help readers bridge the gap between simple memorization and critical analysis and synthesis. The authors teach readers how to react rationally to alternative points of view and to develop a solid foundation for making personal choices about what to accept and what to reject as they read and listen.
- *Conceptual Blockbusting: A Guide to Better Ideas*. Addison-Wesley Publishing, 1990. This book explores the nature of creation and the capacity of each individual to be more creative. Includes techniques on how to recognize barriers to creativity and develop ways to overcome them.
- DeBono, Edward, *Lateral Thinking: Creativity Step-By-Step*. HarperCollins. 1991. This book introduces a new way of reasoning and decision making through encouraging lateral thinking. Special techniques are taught to generate these new ideas.
- Fritz, Robert, *Creating*, Ballantine Books, 1991. This book brings you a series of practical exercises to help you create what you want. It will help to train you in the creative process and give you practical ways to use those skills to achieve the results you want.
- *Innovative Project Teams*, video, 40 min., Harvard Business School, 1998. What could a power company, a surgical instrument manufacturer, and a newspaper publisher possibly have in common—problem so critical that it is literally threatening their survival. This video will show your managers that harnessing the power and innovation of teams can solve the most daunting of problems, often getting more done for less.
- Leonard, Dorothy, *Wellsprings of Knowledge*. Harvard Business School, 1998. Why are some companies better at managing innovation than others? With her pioneering book on knowledge management, Dorothy Leonard was among the first to probe the relationship between successful innovators and the way they create, nurture, and grow the experience and accumulated knowledge of their organization. The book is illustrated with examples of



successes and failures in new product development, continuing to provide managers with the key knowledge-building activities they need to guide, control, and inspire.

- Nadler, Gerald, and Shozo Hibino, *Breakthrough Thinking: The Seven Principles of Creative Problem Solving*, Prima Publishing, 1994. This American/Japanese collaboration contains the results of the authors' ground-breaking studies on how the most intuitive and creative leaders and organizations solve problems. They show how to improve incorrect thinking, which they contend accounts for the failure of many enterprises.
- Perkins, David, *Knowledge as Design*. Lawrence Erlbaum Assoc., 1986. This book will help you to analyze your thinking process, especially the creative analytical process.
- Quinn, James Brian et. al., *Innovation Explosion*. Jossey-Bass, 1997. Here is a new book on how both entrepreneurs and nations can develop, harness, and utilize intellect, science, and technology to maximize innovation and growth. With co-authors Jordan J. Baruch and Karen Anne Zien, Quinn reveals in practical terms how successful firms can intertwine intellectual capital and modern software capabilities to cut innovation cycle times by 90%, costs by 75%, and risks by 60% or more, and thereby revolutionize all aspects of innovation management, corporate strategy, national policy, and even economics.
- Von Oech, Roger, *A Whack on the Side of the Head*. Warner Books, 1993. The author provides puzzles, exercises, metaphors, questions, stories and tips to help you systematically break through your mental blocks and unlock your mind for creative thinking. This book will help you to come up with new approaches to old problems.

## Developing the Skill of Change Management

### Definition

The skill of adapting to and thriving in times of internal or external change.

### Behaviors

- Can successfully provide a visible anchor for others in times of great change (e.g., by reaffirming key goals and values)
- Can help detect/resolve team breakdowns resulting from change
- Can convince others of the need for change due to critical organizational objectives
- Can develop new skills or behavior to adapt to turbulent times and continual change
- Can recognize (and help remedy) individual/collective barriers to the implementation of change

### Exercise: The Wisdom to Know the Difference

There's a famous saying, "May God grant me the strength to change the things I can, the patience to accept the things I can't, and the wisdom to know the difference."

One of the greatest barriers to productivity in times of change is worrying about contingencies, personal risk, and organizational outcomes. At times, people find this worry literally paralyzing. Every alternative appears fraught with peril, so they end up doing nothing—even though doing nothing is itself a choice with its own consequences.

If worry is a problem for you, try this exercise.

1. Consider a change you are currently experiencing, either on the job or in your personal life. Write down every worry you have regarding the change.

2. Now divide these worries into two categories: Those you have at least some control over and those you don't.
  - For the worries you have at least some control over, identify and commit to the actions you can take to minimize the possibility of the worry coming to pass.
  - For each worry over which you have no control, identify what you will do if it comes to pass.

### **Exercise: Planning A Change**

Consider a change you tried unsuccessfully to implement. Answer the following questions about the change:

1. Was a sense of urgency established?
2. Was the urgency used to build a powerful coalition to sponsor the change?
3. Was a shared vision created?
4. Was the vision communicated to the organization?
5. Were others provided the necessary skills, resources, and incentives that enabled them to act on the vision?
6. Were short-term wins planned for and created?
7. Was the change reinforced as a means to sustain it?

If you are unable to answer “yes” to one or more of these questions, you may have uncovered the reasons for the difficulties you have encountered. Test this diagnosis by discussing it with your colleagues or others who were involved in or affected by the change.

If the change is one you are currently implementing, adjust your plans to incorporate what you’ve learned.

### Daily Practices

Many of us have an innate bias against change, whether because we fear it will impact our interests, because we are comfortable in our current routine, because we were not involved in designing the change, or for other reasons. While a certain level of caution is good, this bias against change can lead to missed opportunity and conflict with others.

One way to diagnose this bias in yourself is to monitor your first, instinctive response when you hear of any actual or proposed change. If you tend to think or speak first about the risks of the change, the difficulties involved in implementing the change, or the negative consequences of the change, you likely have this anti-change bias to one degree or another.

To begin moving toward a more balanced stance toward change, practice changing the questions you ask about changes:

- “How will this change benefit me?”
- “How will it benefit the organization?”
- “What will I/we learn from the change?”
- “What are the new opportunities opened up by the change?”

Often the single greatest obstacle to change is the perception of those affected by the change. Typically, resistance occurs when there is a perception that:

- The change harms people’s interests (by reducing power, affecting job security and/or income, and so on).
- The change is not being communicated honestly.

When communicating about a change, therefore, ask yourself:

- What’s in it for those affected by the change?
- If the answer is “nothing,” expect resistance.
- Can I communicate honestly and completely about the change?

If the answer is “no,” expect resistance. People will fill in the information gaps with their own interpretations, which will usually be unfavorable to the change you wish to make.

- Use a change methodology or model to take a disciplined approach to planning and implementing changes. Such models usually consist of a series of steps and/or a series of questions. John Kotter’s model, introduced in the first exercise above, is just one example of such a methodology.

- Regularly read a high-quality newspaper, news journal, or business journal. Look for examples of change efforts, whether in the past or ongoing, successful or unsuccessful, and analyze them in terms of a change model. If the efforts are completed, try to identify what made them successful or unsuccessful; if they are in progress, try to predict their likelihood of success.

### **Activities, Assignments, and Projects**

- Assign yourself the task of identifying a person in your organization who has been successful at implementing change. Interview this person and ask the following questions:
- What are the critical success factors for implementing change in this organization?
- What are the critical mistakes people tend to make when trying to implement change in this organization?
- Describe a change you implemented successfully and what made it successful.
- Describe a change you were unsuccessful in implementing and what made it unsuccessful.

You might also structure the conversation by asking the person to discuss a successful change in terms of the seven steps for implementing change from Kotter's model introduced in the second exercise, above.

If you can't interview the person, you might analyze a successful change they implemented by considering each of the seven questions introduced in the second exercise.

- Participate in a change effort in your organization. This might involve a large change such as introducing or redesigning a process, implementing a new strategy, or restructuring. It might also involve a small, simple change, such as changing a personnel policy, adjusting a standard operating procedure, or redistributing responsibilities in your group. Be prepared to find that some "simple" changes are not so simple after all!
- Participate in a change effort in your community. This might involve building support for a new community program, working door-to-door to gain signatures on a petition, or even volunteering in an election campaign.

### Readings and Other Self-Study Resources

- Block, Peter, *The Empowered Manager: Positive Political Skills at Work*. Jossey-Bass, 1990. Block shows managers how to break out of the bureaucratic mode of thinking and take more responsibility for the workings of their unit. He explains how managers can become empowered to make positive changes in their organization and develop an entrepreneurial spirit in themselves and in members of their unit.
- Cohen, Allan C., and David L. Bradford, *Influence without Authority*. John Wiley and Sons, 1990. The authors offer powerful new techniques for cutting through interpersonal and interdepartmental barriers, and for motivating people over whom you have no authority.
- Connor, Daryl, *Managing at the Speed of Change*. Villard Books, 1992. In today's world, it's not enough to recognize that you and the way you do business need to change. You must know how to make changes quickly, effectively, economically, and with as little political fallout as possible. Everywhere, concern is heard about those trying to adapt to the rapid flux created by an uncertain economy, ever-changing market demands, and the threat of international competition. The author teaches managers to negotiate these future transitions.
- Handy, Charles, *The Age of Paradox*. Harvard Business School Press, 1994. The author suggests that in order to live and succeed in a rapidly changing world, we must organize in our minds the confusion generated by these changes before we can do anything about them. Managing business, family, education, money, and relationships are just some of the many topics covered. Through a discussion of these topics, strategies for maintaining a sense of continuity and direction and balancing personal and professional responsibilities are provided.
- Kanter, Rosabeth Moss, *The Change Masters*. Simon and Schuster, 1983. This book vividly demonstrates that when environments and structures are hospitable to innovation, people's natural inventiveness and power skills can make almost anything happen. Kanter's book is an indispensable guide for individuals who seek to realize their entrepreneurial potential, for corporate leaders who want to see their companies grow, and for all those concerned with the economic future of the nation. Included are searches for innovation by companies such as Hewlett-Packard, General Electric, Polaroid, General Motors, and Honeywell.
- Kotter, John P., *Leading Change*. Harvard Business School Press, 1996. The author examines the efforts of more than 100 companies to remake themselves into better competitors. He identifies the most common mistakes leaders and managers make in attempting to create change and offers an eight-step process to overcome the obstacles and carry out the firm's agenda.
- Kotter, John P., "Leading Change: Why Transformation Efforts Fail." *Harvard Business Review*, March/April 1995. This article is a condensed version of the author's book listed above.

**SECTION 4**

**Forms**

## Change & Leadership

### Question Sheet

Use this form to write your question for Tom Peters or for discussion among your colleagues. Please write clearly.

Name (optional) -----

Organization -----

Location -----

Your question (25 words or less):

-----

-----

-----

-----

-----

-----

-----

-----

-----

Tel     1-800-489-8814 (from within U.S.)  
         801-303-7412 (from outside U.S.)

Fax     1-877-892-0170 (from within U.S.)  
         646-349-3661 (from outside U.S.)

Email   leadership2001@linkage-inc.com



# Linkage Excellence in Management & Leadership Evaluation Form

## TOM PETERS: CHANGE & LEADERSHIP

PLEASE RETURN THIS FORM TO YOUR SITE COORDINATOR OR FAX TO 781-862-2355.

NAME \_\_\_\_\_ TITLE \_\_\_\_\_

ORGANIZATION \_\_\_\_\_

PHONE \_\_\_\_\_ EMAIL \_\_\_\_\_

### Please indicate functional area (only check one):

☐ Finance ☐ Human Resources ☐ Manufacturing/Operations ☐ Marketing ☐ R&D ☐ Sales ☐ Other (specify) \_\_\_\_\_

How many people do you have reporting to you (include all levels)? Number: \_\_\_\_\_

### Please indicate your job level (only circle one):

☐ President or Officer ☐ Vice President or Director ☐ Manager/Supervisor ☐ Team Leader ☐ Sales Rep. ☐ Customer Service Rep.  
☐ HR, T&D, OD Practitioner ☐ Other: \_\_\_\_\_

### 1) Please indicate a rating for each of the following evaluation criteria by checking the appropriate box.

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
Length of Presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective presenter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Useful participant materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Useful question and answer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Live (versus taped) broadcast important	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 2) Please give a general overall comment about the program. \_\_\_\_\_

### 3) Can Linkage use this comment for promotional purposes (including name and organization)? ☐ YES ☐ NO

### 4) On a scale of 1-10 (10 = Outstanding), how would you rate this satellite broadcast session? Rating: \_\_\_\_\_

### 5) How many viewers would you estimate attended this event (in the room with you)? Number: \_\_\_\_\_

### 6) Which speakers are you most interested in seeing at the next Linkage Satellite (Distance Learning) Learning Series? (Please rate your top ten, "1" being most interested, "10" being least interested)

___ Peter Senge	___ Sumantra Goshal	___ Carly Fiorina
___ Steve Case	___ Clayton Christensen	___ Elizabeth Dole
___ Maya Angelou	___ Don Tapscott	___ Nicholas Negroponte
___ Doris Kearns Goodwin	___ Michael Porter	___ Dave Ulrich
___ Francis Hesselbein	___ John Kotter	___ Anna Quindlen
___ Michael Hammer	___ Noel Tichy	___ Richard Pascale
___ Gary Hamel	___ James Champy	___ John Chambers
___ Charles Handy	___ C.K. Prahalad	___ Marcus Buckingham
___ Steve Jobs	___ Michael Dell	___ Jim Collins
		___ Other _____

PLEASE RETURN THIS FORM TO YOUR SITE COORDINATOR OR FAX TO 781-862-2355.